

REVISED March 21, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mrs. Cathy Miller
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Eanes Elementary School
(As it should appear in the official records)

School Mailing Address 4101 Bee Caves Road
(If address is P.O. Box, also include street address)

Austin Texas 78746-6497
City State Zip Code+4 (9 digits total)

County Travis School Code Number* 227-909

Telephone (512) 732-9100 Fax (512) 732-9101

Website/URL http://ee.eanes.k12.tx.us/ E-mail cmiller@eanes.k12.tx.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Nola Wellman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Eanes I.S.D. Tel. (512) 732-9000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Clint Sayers
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

6 Elementary schools
2 Middle schools
0 Junior high schools
1 High schools
0 Other

9 TOTAL
2. District Per Pupil Expenditure: \$11,930.00
 Average State Per Pupil Expenditure: \$8,838.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural
4. 1 Number of years the principal has been in her/his position at this school.
3 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	8	3	11	7			
K	33	27	60	8			
1	39	37	76	9			
2	40	42	82	10			
3	36	39	75	11			
4	45	41	86	12			
5	44	53	97	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							487

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>92</u> | % White |
| <u>1</u> | % Black or African American |
| <u>2</u> | % Hispanic or Latino |
| <u>3</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 7 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	21
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	32
(4)	Total number of students in the school as of October 1	481
(5)	Subtotal in row (3) divided by total in row (4)	.0665
(6)	Amount in row (5) multiplied by 100	6.65

8. Limited English Proficient students in the school: 1 %
7 Total Number Limited English Proficient

Number of languages represented: 6

Specify languages: Urdu, Japanese, Spanish, Albanian, Korean, Hindi

9. Students eligible for free/reduced-priced meals: 2%

Total number students who qualify: 11

10. Students receiving special education services: 16%
78 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>7</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>31</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>26</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	1	
Classroom teachers	23	
Special resource teachers/specialists	14	8
Paraprofessionals	9	
Support staff	3	
Total number	50	8

12. Average school student-“classroom teacher” ratio: 20
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97 %	96 %	97 %	96 %	97 %
Daily teacher attendance	94 %	94 %	95 %	95 %	93 %
Teacher turnover rate	4 %	6 %	13 %	16 %	15 %
Student dropout rate (middle/high)	~	~	~	~	~
Student drop-off rate (high school)	~	~	~	~	~

PART III - SUMMARY

Eanes Elementary is a Blue Ribbon School because of the people, the programs and the traditions. The teachers and staff at Eanes Elementary are some of the most experienced educators in the area. This staff has accumulated more than 1,000 years of educational experience, but more important is that 600 of those years are right here in this school. The long term commitment to this school by its employees results in a keen sense of ownership, rich relationships among the staff and strong vertical academic alignment from preschool through fifth grade.

The excellent programs at Eanes Elementary begin in preschool and continue throughout the school through fifth grade. Our curriculum provides a rich experience for children at all developmental areas to grow and learn. Assessment for our Gifted and Talented program begins at midyear of kindergarten serving students in grades K-5 who qualify in the area of creativity. Early identification of reading and writing weakness begins in kindergarten with the Pre-Reading Slingerland Screener. This information helps determine instructional services needed such as those provided by a reading specialist, specific multi-sensory instruction, Content Mastery, and special education. All students use computerized reading assessments in the Reading Counts Program. Books are self-selected on individual reading levels and students become excited about improving their reading skills. The Project Read Writing training that starts in kindergarten is continually expanded in grades one through five to work toward the goal of fluent writing. Differentiated reading and writing instruction occurs at all grade levels with identified fourth and fifth graders receiving specific enriched instruction in language arts. Differentiated instruction strategies are also applied to our math curriculum. Our advanced math program begins in second grade offering above grade level instruction for those who qualify. Other services for math instruction mirror those provided for reading and writing.

Special education at Eanes Elementary has been built on a philosophy of early intervention and a continuous range of services for all students. Our preschool program provides an environment for our three and four year olds with special needs to be included with their typically developing peers. Our Preschool Program for Children with Disabilities (PPCD) is not only an award winning program for our children with special needs, it is also a much sought after placement for parents of children without disabilities. In kindergarten through fifth grades, we also offer resource classes, collaborative or inclusion classes, speech, OT and physical therapy, Content Mastery and Structured Behavior/Focus classes for our students with emotional or behavioral needs. The special education department works closely with the entire staff of the school to provide the least restrictive environment for each one of our students. Our special education students continue to score well on the Texas Assessment of Knowledge and Skills (TAKS) tests as well as the State Developed Alternative Assessment (SDAA) with most of our identified students being tested on their grade level.

Our school's mission is "Working together to think, learn and grow." The people and the programs contribute to this mission, but we also pride ourselves in the traditions of Eanes Elementary. One of the great traditions of this school is the ongoing parent and community involvement. On any day that you walk around this 130 year old campus, you will see parents working side by side with students and teachers to create the best program possible for young children. Our life skills program is a large part of this instruction. Third, fourth and fifth grade students have the opportunity to participate in student council and student leadership groups. Eanes Elementary fifth graders take part in a three day camp out with their teachers, counselor, teen teachers from our area high school, and principal called Live Oak Adventure. This culminating experience provides training in team building and problem solving using outdoor education. They soon put these skills to work by running the school television station, KMBC, to lead morning announcements each day. As our mission reminds us, we are not only teaching academics but also those life skills needed to grow and become a respectful part of the entire community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Section 1

Assessment results – reading and math

As a public school in the state of Texas, Eanes Elementary assesses students' progress annually utilizing the state's accountability rating system, the Texas Assessment of Knowledge and Skills or TAKS.

Children are assessed beginning in third grade in the areas of reading and mathematics adding a writing assessment in fourth grade and a science assessment in fifth grade. The children can Meet the Standard or with exceptional performance some may earn Commended Performance. Meeting the Standard represents satisfactory academic achievement at a level that is at or above the state passing standard. Students in this category can be assumed to have a sufficient understanding of the knowledge and skills measured in the subject area at that particular grade level. Earning Commended Performance represents high academic achievement at a level that is considerably above the state passing standard. Students in this category can be assumed to have a thorough understanding of the knowledge and skills measured in the subject area at their particular grade level. Additional information regarding the TAKS can be found at www.tea.state.tx.us/student.assessment.

Our children have historically performed exceptionally well on standardized assessments. Our third, fourth and fifth grade students have met the standards on the reading assessment at the 98-100% level for the past five years while also scoring 96-100% on the math assessment at all three grade levels. As mandated by the 76th Texas Legislature in 1999, schools began administering the TAKS beginning in the 2002-2003 school year as opposed to the previous assessment, the Texas Assessment of Academic Skills or TAAS. The new assessment has proven to be much more challenging as promised, but also much more closely aligned with the Texas state curriculum, Texas Essential Knowledge and Skills or TEKS. Our children have certainly risen to the challenge presented to them.

A district goal, as well as a campus goal, is to raise the percentage of students who earn Commended Performance on the TAKS by at least 4%. Attaining such a goal will be a challenge at best considering the children will only be allowed to answer 2-3 questions incorrectly on any given test in order to achieve this goal. Our Commended Performance scores on reading are currently in the 56-65% range with math scores at the Commended Performance level ranging from 39-62% depending on the grade level. While it will only take a handful of children to reach our goal of an increase of 4%, the children are already performing exceptionally well. All of the teachers and children will continue to work toward our district and campus goal diligently in the pursuit of academic excellence.

While the majority of our subgroups are too limited in number to measure, we do pride ourselves on the fact that our Hispanic population has scored at a level either equal to or higher than our overall population for the past five years on both math and reading assessments. All children are afforded an equal, individualized education at Eanes Elementary and our test scores certainly prove that point. We are proud of all of our students' performance each and every day and recognize that the scores are a result of a shared commitment among teachers, students, parents and all staff members to provide a challenging, high quality education.

Section 2

Use of assessment data to improve performance

Starting at the kindergarten level, the teachers of Eanes Elementary use a myriad of assessment tools to guide instruction for all students. At the primary level, students are assessed two to three times per year using the Texas Primary Reading Inventory (TPRI). This instrument isolates phonetic and fluency skills to better identify specific needs of early readers. Beginning in the spring of their kindergarten year, every student is screened using the Slingerland Pre-reading Screener that helps identify those students who would benefit from a highly-structured, multi-sensory approach to language arts. Once identified, these students are guided into specific classrooms with specific strategies to prevent possible reading difficulties.

Once our students have moved into grades 3, 4 and 5, the amount of assessment information increases with the results of the Texas Assessment of Knowledge and Skills (TAKS) tests. Grade level teams work together to disaggregate the scores received from the state. With the help of specially designed software, we are able to know exactly which objectives to target based on the individual needs of our students. We are also able to identify necessary test taking strategies by studying incorrect answers.

With all of this information, our team of teachers works vertically to make sure instruction improves from the bottom up. We have access to a reading specialist and a Content Mastery Center that both support students in a small group setting. Special education teachers not only help those with specific disabilities, but share their knowledge with teachers to help all students.

Section 3

Communication of student performance

Eanes Elementary communicates with parents and students in a variety of ways.

- All students receive report cards each nine weeks. Teachers include anecdotal comments regarding specific areas of strength and weakness as well as social and behavior development.
- The school newsletter, The Eanes Events, is published weekly and distributed either via listserv or hardcopy to all families. Information includes community events, school happenings and successes and an update from our principal.
- Children keep assignment notebooks beginning in third grade. The notebook communicates class work as well as homework assignments to parents as well as being a tool for parents to communicate with teachers.
- All teachers utilize email on a daily basis to communicate both with one another as well as with parents of the children in their classrooms. Some teachers also choose to provide an individual website that both parents and children can access from home to receive classroom information and assignments.
- The entire Eanes Elementary community joins together each Friday morning to celebrate successes at our assembly. Parents, teachers and children are all welcome and look forward to participating in the community building event.
- Parents are encouraged and welcomed on the Eanes Elementary campus every day. We enjoy sharing the learning and activities that the children participate in each day.

- Eanes Elementary is quite fortunate to have such an active and involved Parent-Teacher Organization. A number of events are sponsored by this amazing group of individuals including Fall Festival, Science Night and Bingo Night among others.

Section 4

Sharing successes

Eanes Elementary loves to share its successes with other schools.

- Eanes Elementary is used as a model for students in surrounding colleges and universities, such as The University of Texas at Austin, Texas State University, St. Edwards University, Austin Community College and Concordia University.
- Eanes Elementary staff members present at national, state and district level conferences.
- Eanes I.S.D. is a small district. Many teachers exchange ideas with their peers on other campuses through email and group discussions.
- The experience of the Eanes Elementary staff is valued and respected in the community and others often seek out opinions and advice from this teaching community.
- Each grade level team is represented on a district vertical alignment team for each core subject area.

PART V – CURRICULUM AND INSTRUCTION

Section 1

Language Arts

Eanes Elementary has an integrated language arts program for students in kindergarten through fifth grade. This program provides a balance between skills acquisition and the successful application of these skills in each of the four identified areas of reading, written composition (which includes spelling, handwriting, language usage, and mechanics), listening and oral language. A strong literature focus is the core of the program for all students. This emphasis is then tied into the idea that writing is a process and that success in writing is closely tied to success in reading. All students are expected to read widely and write often. All Eanes Elementary classroom teachers have been trained in the latest techniques for reading and writing acquisition.

Math

Our approach to mathematics instruction involves hands-on activities with a strong emphasis on problem solving throughout all grade levels. Rich mathematical experiences using manipulatives and real life situations help children develop the skills necessary to move from the concrete foundations of math to abstract forms of higher level problem solving. Small and large group instruction as well as cooperative math groups are used. Applied problem solving and algebra are woven throughout the year in all units beginning in fourth grade. Each student has the opportunity to participate in the advanced math program determined by district assessments given at the end of first grade and thereafter in second through fifth

grade as requested by parents and teachers. Technology is often used for reinforcement and enrichment in all grade levels.

Science

The Scientific process is an integral part of our science curriculum at all grade levels. The vocabulary of the scientific process is introduced early and expanded as students grow and mature. Our science lab contains materials and kits that teachers use to teach the scientific process and students are able to do hands-on experiments that enable them to investigate, collect information, form hypotheses, and record data. Units of study include life science, physical science and earth science. Technology is used to extend, differentiate and enrich the core science curriculum.

Social Studies

In social studies at Eanes Elementary, students learn about the world around them through a differentiated experiential approach beginning with self and expanding to community, city, state, country, and the world. Teacher-developed social studies units greatly enhance the state adopted text. Using an integrated approach, topics of study include citizenship, communities, maps and geography, economics, history and government. At each grade level, we use field trips, resource speakers, and artifacts from our Eanes Community History Center, which is located on our campus. We emphasize an appreciation of others through multicultural studies.

Fine Arts

The Eanes Elementary art department works on a thematic education process designed to reach a differentiated classroom through projects which address basic elements and principles of art, as well as present a variety of medium as designated by the Texas Essential Knowledge and Skills or TEKS. The program is committed to maintaining an art environment which fosters creativity, investigation, personal expression and positive self image.

In the Eanes Elementary music program, a basic method of teaching theory and music reading called Kodaly approach, is utilized. This is a developmental, sequential learning approach to music acquisition and appreciation. The program is further enhanced by the use of methods such as the Orff Schulwerk method and the Music in Education Yamaha Piano Keyboard Lab. Music is singing, moving, listening, playing, writing and performing.

The goal of the Physical Education program at Eanes Elementary is for students to participate in a variety of activities that increase coordination and promote fitness. In addition, we provide opportunities and challenges for students to work cooperatively in small, medium and large groups. Activities are structured to provide active participation by all students. Students are allowed to choose size of ball, height of goal, and distance of target to facilitate appropriate skill levels. A wide range of curriculum includes exploring manipulatives, vigorous tag games, modified sport skills and cooperative challenges.

Section 2

Reading Curriculum

We believe that reading is the basic foundation for success in all academic areas. Beginning reading is based on a phonics centered approach delivered through multi-sensory techniques starting with phonemic awareness at the kindergarten level. This approach was chosen because research shows that teaching the structure of the language in a systematic sequential manner not only teaches decoding but improves

fluency and reading comprehension. Our multi-sensory program is based on the Orton-Gillingham model, which is used in addition to Project Read and the Wilson Program. Children are tested at the primary grades three times a year to assess progress and to enhance planning in order to better meet the needs of all students.

Children identified as being at risk, according to state guidelines, receive additional instruction in a small group. Another method of assessment to help determine reading placement is through the Star Reading Program. With this information, Grades 1–5 participate in the Reading Counts Program. Students read library books on their reading level and then take a comprehension test on the computer. All fourth graders participate in the Texas Readers Are Leaders program, which exposes them to all genres of literature. All fifth graders are required to read Blue Bonnet/Newberry books. In all reading programs, differentiation is the key component that enables the teacher to meet the needs of each student. Teachers use a wide range of instructional strategies to teach the content and process. Student products may differ according to readiness, interest and skill level.

Section 3

Social Studies Curriculum

Our mission at Eanes Elementary is working together to think, learn and grow. Project-based learning supplemented with the state text and teacher units are the key components of the social studies curriculum. Students in kindergarten through fifth grade begin their exploration of the world with a study of self that broadens to a study of the outside world. Each grade level has an extended unit of study. For example, first grade plants and maintains a fall and spring garden which coordinates with their study of life in Texas in the 1800's. Their field trip to a working farm brings this unit of study to life. Second grade does an in-depth study of communities and the Eanes community pioneer life. The students build a community, and they construct a wagon to emphasize how the pioneers traveled to Texas. Third graders visit the Eanes History Center to learn about early life in Texas. Teachers and students wear clothing on the day of their visit that would have been typical for that period. Third graders also enact a 'live' wax museum where they dress up as a famous person. When you visit the museum you are instructed to touch the student and they will 'come to life' and tell about the famous person. Fourth grade focuses on Texas history, geography, culture, economics and government. A trip to the Texas State Capitol, the Texas State Cemetery, and the Bob Bullock Texas State History Museum are experiences to reinforce the Texas unit of study. Fifth grade focuses on United States history and geography. One special project the children do is to research a state in depth which includes making a travel brochure and a representation of their state in the form of a float. The whole school participates in their Nifty Fifty States Parade on our campus each spring.

Section 4

Improving Student Learning

Our goal at Eanes Elementary is for all students to feel successful. We use multiple assessment techniques to determine student strengths and weaknesses in order to meet their needs. We use state-wide testing, teacher observation and evaluation, and student portfolios that follow the child from year to year. Since our philosophy at Eanes Elementary is to teach through differentiated instruction, this information helps teachers meet the student needs by teaching to their level by enriching or re-teaching. Our staff maintains high expectations for all students. Specific instructional methods to improve student learning include whole class and small group instruction, cooperative learning, peer teaching, buddy classes where older and younger students work together, guest speakers and field trips. Some of the programs used to improve student learning include a Content Mastery Center open to all students who need extra help with a skill or

subject area, extra reading instruction for children who are identified as being at risk, multi-sensory reading instruction, Project Read and the Wilson Reading Program.

Section 5

Professional Development

At Eanes Elementary School continual learning is a high priority for all teachers and staff. We know that if we are not constantly learning, evaluating and changing, then we are going backwards. Over the years this experienced and stable staff has participated in training opportunities that have created a strong vertical ladder for students. Eanes Multi-sensory Language Arts and Project Read Written Expression are two examples of strategies that are used from kindergarten through fifth grade. Building on the same vocabulary and strategies from year to year in each of these programs helps our students excel in reading and writing.

We participate in professional development in many different ways. Our Parent Teacher Organization supports the school financially with a substantial amount of money for teacher training. They have funded speakers to come to us as well as individual teachers to travel to conferences and training. In the last two years our school and the district have focused on differentiating instruction in the classroom for all students. Last year, the Eanes staff conducted a book study of Carol Ann Tomlinson's book, How to Differentiate Instruction in Mixed Ability Classrooms. This study provided a shared experience as well as a shared vocabulary for improved communication. In the last two years more than half of the teachers have taken advantage of professional development opportunities focused on differentiation and those experiences have been shared during faculty meetings. The teachers have also been given time to practice writing differentiated lessons with their grade level teams and sharing them with other teams. This type of collaboration keeps all of us aware of the newest strategies in education.

Third Grade Math Results

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
	TAKS	TAKS	TAAS	TAAS	TAAS
<u>School Scores</u>					
Number of students tested	76	90	98	80	85
Percent of total students tested	99%	100%	99%	98%	93%
Number of students excluded*	1	0	1	2	6
Percent of students excluded	1%	0%	1%	2%	7%
% Met Minimum Expectations	~	~	96%	99%	98%
% Mastered All Objectives	~	~	41%	39%	56%
% Received Academic Recognition	~	~	28%	24%	40%
% Met Standards	100%	100%	~	~	~
% Commended Performance	57%	44%	~	~	~
<u>Subgroup Scores**</u>					
White					
Number of students tested	73	81	87	76	78
% Met Minimum Expectations	~	~	95%	99%	99%
% Met Standards	100%	100%	~	~	~
% Commended Performance	56%	46%	~	~	~
Hispanic					
Number of students tested	1	4	6	1	3
% Met Minimum Expectations	~	~	100%	~	~
African American					
Number of students tested	0	0	1	0	0
Economically Disadvantaged					
Number of students tested	0	1	1	0	1
<u>State Scores</u>					
% Met Minimum Expectations	~	~	87%	82%	80%
% Met Standards	90%	90%	~	~	~
% Commended Performance	25%	18%	~	~	~

* Certain students may be excluded from testing by ARD decision due to individual disabilities.

** Scores for subgroup populations of less than 5 students are excluded for confidentiality reasons.

Fourth Grade Math Results

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
	TAKS	TAKS	TAAS	TAAS	TAAS
<u>School Scores</u>					
Number of students tested	90	92	83	85	119
Percent of total students tested	93%	97%	97%	100%	98%
Number of students excluded*	6	3	3	0	2
Percent of students excluded	6%	3%	3%	0%	2%
% Met Minimum Expectations	~	~	99%	100%	99%
% Mastered All Objectives	~	~	45%	58%	66%
% Received Academic Recognition	~	~	34%	24%	54%
% Met Standards	98%	98%	~	~	~
% Commended Performance	39%	49%	~	~	~
<u>Subgroup Scores**</u>					
White					
Number of students tested	82	81	78	78	111
% Met Minimum Expectations	~	~	99%	100%	99%
% Met Standards	99%	98%	~	~	~
% Commended Performance	41%	49%	~	~	~
Hispanic					
Number of students tested	3	6	1	2	3
% Met Standards	~	100%	~	~	~
% Commended Performance	~	33%	~	~	~
African American					
Number of students tested	1	1	0	2	0
Economically Disadvantaged					
Number of students tested	1	0	0	1	3
<u>State Scores</u>					
% Met Minimum Expectations	~	~	94%	91%	87%
% Met Standards	86%	87%	~	~	~
% Commended Performance	21%	15%	~	~	~

* Certain students may be excluded from testing by ARD decision due to individual disabilities.

** Scores for subgroup populations of less than 5 students are excluded for confidentiality reasons.

Fifth Grade Math Results

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
	TAKS	TAKS	TAAS	TAAS	TAAS
<u>School Scores</u>					
Number of students tested	89	81	77	121	85
Percent of total students tested	97%	94%	88%	98%	93%
Number of students excluded*	3	5	11	3	6
Percent of students excluded	3%	6%	13%	2%	7%
% Met Minimum Expectations	~	~	100%	100%	100%
% Mastered All Objectives	~	~	68%	57%	78%
% Received Academic Recognition	~	~	51%	36%	61%
% Met Standards	100%	99%	~	~	~
% Commended Performance	62%	57%	~	~	~
<u>Subgroup Scores**</u>					
White					
Number of students tested	78	76	73	114	80
% Met Minimum Expectations	~	~	100%	100%	100%
% Met Standards	100%	99%	~	~	~
% Commended Performance	63%	57%	~	~	~
Hispanic					
Number of students tested	6	1	2	3	3
% Met Standards	100%	~	~	~	~
% Commended Performance	33%	~	~	~	~
African American					
Number of students tested	1	0	1	0	0
Economically Disadvantaged					
Number of students tested	1	1	1	2	0
<u>State Scores</u>					
% Met Minimum Expectations	~	~	96%	94%	92%
% Met Standards	82%	86%	~	~	~
% Commended Performance	26%	17%	~	~	~

* Certain students may be excluded from testing by ARD decision due to individual disabilities.

** Scores for subgroup populations of less than 5 students are excluded for confidentiality reasons.

Third Grade Reading Results

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
	TAKS	TAKS	TAAS	TAAS	TAAS
<u>School Scores</u>					
Number of students tested	73	87	97	81	83
Percent of total students tested	100%	98%	98%	99%	91%
Number of students excluded*	0	2	2	1	6
Percent of students excluded	0%	2%	2%	1%	7%
% Met Minimum Expectations	~	~	98%	100%	100%
% Mastered All Objectives	~	~	80%	83%	82%
% Received Academic Recognition	~	~	49%	43%	51%
% Met Standards	100%	99%	~	~	~
% Commended Performance	56%	54%	~	~	~
<u>Subgroup Scores**</u>					
White					
Number of students tested	70	79	87	76	76
% Met Minimum Expectations	~	~	98%	100%	100%
% Met Standards	100%	100%	~	~	~
% Commended Performance	56%	57%	~	~	~
Hispanic					
Number of students tested	1	4	6	2	3
% Met Minimum Expectations	~	~	100%	~	~
African American					
Number of students tested	0	0	0	0	0
Economically Disadvantaged					
Number of students tested	0	1	1	0	1
<u>State Scores</u>					
% Met Minimum Expectations	~	~	87%	86%	87%
% Met Standards	91%	89%	~	~	~
% Commended Performance	35%	26%	~	~	~

* Certain students may be excluded from testing by ARD decision due to individual disabilities.

** Scores for subgroup populations of less than 5 students are excluded for confidentiality reasons.

Fourth Grade Reading Results

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
	TAKS	TAKS	TAAS	TAAS	TAAS
<u>School Scores</u>					
Number of students tested	91	94	85	82	116
Percent of total students tested	94%	99%	99%	96%	96%
Number of students excluded*	6	1	1	3	5
Percent of students excluded	6%	1%	1%	4%	4%
% Met Minimum Expectations	~	~	99%	100%	100%
% Mastered All Objectives	~	~	87%	82%	84%
% Received Academic Recognition	~	~	74%	68%	72%
% Met Standards	99%	100%	~	~	~
% Commended Performance	56%	35%	~	~	~
<u>Subgroup Scores**</u>					
White					
Number of students tested	83	84	79	76	108
% Met Minimum Expectations	~	~	99%	100%	100%
% Met Standards	100%	100%	~	~	~
% Commended Performance	57%	37%	~	~	~
Hispanic					
Number of students tested	3	6	2	2	3
% Met Standards	~	100%	~	~	~
% Commended Performance	~	17%	~	~	~
African American					
Number of students tested	1	0	0	1	0
Economically Disadvantaged					
Number of students tested	1	0	0	1	3
<u>State Scores</u>					
% Met Minimum Expectations	~	~	92%	90%	89%
% Met Standards	85%	85%	~	~	~
% Commended Performance	25%	17%	~	~	~

* Certain students may be excluded from testing by ARD decision due to individual disabilities.

** Scores for subgroup populations of less than 5 students are excluded for confidentiality reasons.

Fifth Grade Reading Results

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
	TAKS	TAKS	TAAS	TAAS	TAAS
<u>School Scores</u>					
Number of students tested	88	85	76	120	88
Percent of total students tested	96%	99%	86%	97%	97%
Number of students excluded*	2	1	4	4	3
Percent of students excluded	2%	2%	5%	3%	3%
% Met Minimum Expectations	~	~	99%	100%	100%
% Mastered All Objectives	~	~	82%	79%	82%
% Received Academic Recognition	~	~	70%	68%	73%
% Met Standards	100%	100%	~	~	~
% Commended Performance	65%	44%	~	~	~
<u>Subgroup Scores**</u>					
White					
Number of students tested	78	80	72	112	83
% Met Minimum Expectations	~	~	99%	100%	100%
% Met Standards	100%	100%	~	~	~
% Commended Performance	67%	44%	~	~	~
Hispanic					
Number of students tested	6	1	2	4	3
% Met Standards	100%	~	~	~	~
% Commended Performance	33%	~	~	~	~
African American					
Number of students tested	0	0	1	0	0
Economically Disadvantaged					
Number of students tested	1	1	1	2	0
<u>State Scores</u>					
% Met Minimum Expectations	~	~	92%	90%	87%
% Met Standards	79%	79%	~	~	~
% Commended Performance	25%	17%	~	~	~

* Certain students may be excluded from testing by ARD decision due to individual disabilities.

** Scores for subgroup populations of less than 5 students are excluded for confidentiality reasons.